

Purpose: Persuade

This section describes the *key characteristics* of “persuade or argue” purpose writing.

Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students' progress and achievement in writing. Teachers are asked to make a “best-fit” judgement as to the level at which their student's writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose*, *Content/Ideas*, *Structure/Organisation*, *Language Resources*, *Grammar*, *Spelling*, and *Punctuation*.

Deep Features

Audience Awareness and Purpose:

This function of writing centres on an assumption that a writer must convince a particular reader, whether real or imagined, through the presentation of relevant points with supporting evidence. There are many types of persuasive texts, with variations in focus, but the main focus here is to argue a position or to persuade a reader to a particular point of view.

Content/Ideas:

A thesis or position statement provides the reader with the context. In the body of the text, there are main points with elaboration, usually in the form of supporting evidence. This part of the text takes the reader through a structured and logical presentation of information (i.e., evidence and/or illustration) to support the writer's position or thesis. The conclusion re-states the writer's position and/or makes a recommendation for action about what ought or ought not to be done.

Structure/Organisation:

There is a focus on objects and ideas, rather than events, happenings or processes. Information and ideas are grouped logically and linked thematically. Organising devices such as paragraphing and conjunctions are used to show relations among content items or ideas.

Language Resources:

Arguments name and describe, in noun phrases, generalised participants or abstract concepts (e.g., parents or the gun-control lobby). Arguments employ declarative or stating mood choices to make statements of fact and offer personal opinions on the topic. Precise, descriptive, factual language is employed to give detail and credibility to the argument. Persuasive or emotive language is commonly used to add to the impact on the reader and make the argument seem powerful. There may be use of idiomatic (e.g., regional or local) language to appeal to readers' senses and emotions. Technical language related to the topic (where appropriate) adds authority to the text and writer.

Verbs are used to make clear the state of play and many existing and relational verbs are used (i.e., being and having verbs such as is, are, have, belongs to). The choice and use of verb-vocabulary often reflects the desire to create particular information-laden meanings for the reader.

Modals (e.g., auxiliaries that demonstrate, possibility, probability, usuality or obligation such as must, might, can, ought, should, may) are used to give information about the degree of obligation or certainty involved in the argument. Verbs are commonly in the timeless present tense. This adds to the authority of the text as readers are given a version of the world as it is. Passive structures are also employed to make the text seem more objective and formal.

Arguments often make use of nominalisation (e.g., turning verbs or adjectives into nouns) and abstract nouns to enhance the appearance of objectivity and formality. Noun-packing (long noun phrases) is a common device for developing concise and precise descriptions. Adjectives are often stacked to produce densely packed noun-groups. Note that the “naming” of the world through noun choice can add opinion (e.g., protestors vs. concerned citizens). Additive and causal relations are common in these texts as positions are defined and elaborated and their underlying reasons related. Conjunctions that express these relations are utilised (e.g., in addition to, and, if and then, so, because, for this reason, etc.).

Surface Features

Grammar:

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student's ability to control language patterns at this level of text that is judged here.

Spelling:

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student's text but evidence to support the judgement needs to be considered carefully.

Punctuation:

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student's competence.

Scoring Rubric, Purpose: PERSUADE

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Audience Awareness and Purpose	<p>Writer writes primarily for self</p> <p>States own opinion with little attempt to persuade.</p> <p>States opinions from a personal perspective and assumes shared knowledge with the audience.</p>	<p>Writer recognises they are writing for an audience other than self.</p> <p>May attempt to persuade audience.</p> <p>States opinions from a personal perspective and may assume shared knowledge with the audience.</p>	<p>Shows some awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Attempts to persuade the audience by stating position in opening.</p> <p>Knows that audience may hold a different point of view but tends to assume there is only one generalised point of view.</p>	<p>Writer shows awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Clearly states a consistent position to persuade the audience.</p> <p>Shows some awareness of intended audience particularly at beginning and end of text.</p>	<p>Writer shows awareness of purpose and targets the audience through deliberate choice of content, language, and writing style.</p> <p>Identifies and relates to a concrete/specific audience.</p> <p>Shows awareness of intended audience and acknowledges others' point of view.</p>	<p>Writer consistently persuades intended audience.</p> <p>Shows implicit awareness that audience may hold a range of points of view.</p> <p>Uses tone for impact or to manipulate the intended audience towards author's point of view. May effect change.</p>
Content/Ideas	<p>Writing includes one or more domains appropriate to purpose, usually a position statement that conveys a simple idea or a response from a personal perspective.</p> <p>May repeat some ideas</p> <p>May include information unrelated to the topic and/or task</p>	<p>Writing includes some domains appropriate to purpose, e.g., a position statement in which the writer identifies a position and makes two or more simple related opinions or statements.</p> <p>May include a conclusion.</p> <p>May present ideas as a list.</p> <p>May include some statements unrelated to the topic and/or task.</p>	<p>Includes most domain elements for argument, e.g., main points, some supporting evidence, or illustration, a re-statement of position.</p> <p>May include a conclusion that makes a recommendation.</p> <p>Relates almost all material to the given task.</p>	<p>Includes and begins to develop identifiably domain elements for argument e.g., a position statement, support for main points, restatement.</p> <p>Restates and strengthens position.</p> <p>Provides relevant support for ideas.</p>	<p>Develops mainly consistent domain elements for argument, e.g., a plausible position statement, support for main points, restatement.</p> <p>Uses conclusion to reflect points made, and may expand the argument.</p> <p>Strongly links supporting reasons to argument.</p>	<p>Selects content to add. Makes considered relevant and elaborate points. Chooses examples to support purpose.</p> <p>Uses conclusion to integrate the themes of the argument, rather than simply repeating or summarising the points made.</p> <p>Gives consistent support to main points.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Structure	<p>Some semblance of organisation (based around a single idea) may be evident at sentence level.</p> <p>May attempt simple conjunctions e.g., “and”, “because”, etc.</p>	<p>Semblance of organisation e.g., some grouping of ideas, generally at sentence level, is evident.</p> <p>May make opinion statements as discrete elements</p> <p>Attempts simple conjunctions to link ideas within sentences, e.g., “and”, “because”, etc.</p>	<p>Attempts overall structuring of content by grouping ideas within and across sentences.</p> <p>Uses simple connectives and linkages within and across sentences, e.g., “since”, “though”, etc.</p> <p>Attempts paragraphing.</p>	<p>Groups content logically at the level of main idea by using topic sentences to guide the reader’s understanding.</p> <p>Consistent uses a variety of connectives and linkages within sentences and between paragraphs, e.g., “on the one hand”, “however”, etc.</p> <p>Uses paragraphing, linking main ideas and supporting details.</p>	<p>Uses structure to add to the intended impact of argument e.g., by developing a logical, consistently flowing argument.</p> <p>Uses complex linkages within and between paragraphs, e.g., varied linking words and phrases, conjunctions, and text connectives.</p> <p>Uses paragraphs with main ideas and supporting details. Links sentences thematically to topic of paragraph or section.</p>	<p>Uses an explicit, logical structure to enhance the argument.</p> <p>Uses complex linkages, e.g., varied linking words and phrases, conjunctions, and text connectives.</p> <p>Uses logically arranged reasoned ideas in well-crafted paragraphs and strong topic sentences to guide the reader’s understanding of the argument.</p>
Language Resources	<p>Uses simple opinion statements from a personal perspective, e.g., “I like”, etc.</p> <p>Uses some topic-specific language to express an opinion. Uses mainly high-frequency words.</p> <p>Shows some understanding of pronoun use.</p>	<p>Uses simple persuasive statements from a personal perspective, e.g., “I think”, etc.</p> <p>Uses topic or content-specific language but language choices convey little opinion, e.g., mainly neutral nouns, basic descriptors, and limited verbs and adverbials</p> <p>Shows some understanding of pronoun use.</p>	<p>Uses some features of persuasive language e.g. rhetorical questions, imperatives, passive voice, data.</p> <p>Begins to select language to create a particular effect to influence the audience, e.g., “point of view” nouns, viewpoint adverbials and opinion adjectives to add detail and weight to opinion statements and evidence May use some modal auxiliary verbs, e.g., “can”, “might”, “should”, “may”, etc.</p> <p>Largely controls pronoun use</p>	<p>Uses features of persuasive language, e.g., rhetorical questions, imperatives, passive voice, data.</p> <p>Uses language to identify a particular viewpoint and persuade the audience.</p>	<p>Deliberately uses a range of features of persuasive language for effect in order to involve and persuade the intended audience</p> <p>Uses passive structures and modal auxiliaries to strengthen argument.</p>	<p>Uses language features for effect to involve and persuade the intended audience.</p> <p>Considers and selects language features for effect with the intention of manipulating and/or influencing the audience.</p> <p>Uses tone, e.g., sarcastic, threatening, humorous, emotive etc., to underpin selective language features and strengthen argument.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Language Resources (continued)	May express opinions from a personal perspective. Mainly uses simple sentences, with some variation in beginnings. May attempt compound and complex sentences.	Uses some language appropriate to purpose and audience. Uses simple and compound sentences with some variation in beginning. May attempt complex sentences.	Uses language that is generally appropriate to purpose and audience. Uses a variety of sentence structures, beginnings, and lengths.	Uses language appropriate to purpose and audience. Uses a variety of sentence structures, beginnings, and lengths for effect .	Uses a variety of sentence structures, beginnings, and lengths for effect and impact .	Uses complex, appropriate, varied sentence construction.
Grammar	Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense	Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns correct use of prepositions).	Uses most grammatical conventions correctly when writing simple, compound, and some complex sentences.	Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.	Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.	Sustained control of sentence grammar evident throughout piece. Control enhances communication.
	Errors may interfere with meaning.		Errors no longer interfere with meaning		Uses the conventions of grammar with few intrusive errors.	
Punctuation	Shows some simple sentence indication, e.g. capital letters, full stops.	Uses most simple sentence indication i.e., caps, full stops, question marks.	Uses simple correct sentence indication i.e., caps, full stops, question marks.	Uses consistent correct sentence indication i.e., caps, full stops, question mark, exclamation.	Uses the conventions of punctuation with few intrusive errors.	
	Errors may interfere with comprehension.			Errors do not interfere with comprehension.		
		Attempts some other basic punctuation e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	Uses some other basic punctuation correctly e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction	Mostly uses accurate complex punctuation e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue	Uses complex punctuation accurately e.g., apostrophes, colons, hyphens Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses.	

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Spelling	Spells some high frequency words (Lists 1-3) correctly	Spells most high frequency words (Lists 1-4) correctly.	Spells most high frequency words (Lists 1-6) correctly.	Few errors within high frequency words (Lists 1-7).		
	Begins to use some common spelling patterns, e.g., "and", "band", "hand"	Understands frequently used spelling patterns (e.g., changing y to ies, double consonant when adding ing).	Understands most spelling patterns including some complex patterns (e.g., plurals using ch,sh,x,o).	Understands most spelling patterns including most complex patterns e.g., soft 'g' or 'c', keep the 'e' manageable.	Demonstrates a good understanding of spelling patterns with few intrusive errors.	
	Attempts to spell words by recording dominant sounds in order.	Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.	Has some success with multi-syllabic (hygienic), irregular (yacht), or technical words.	Uses complex multi-syllabic irregular or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.

Annotated Examples for Persuade or Argue Purpose

<p>Audience Awareness and Purpose 3B</p> <p>Language use and writing style is acceptable to addressing the Principal and appropriate to persuading a reader. Position is inferred. There are a number of attempts to influence the reader. This is a reader-based piece.</p> <p>To score above 3B This writer needs to target language use further so that tone and style reflect better the reader/writer relationship. Make position explicit.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>START WRITING HERE</p> <p>If you raise the school time the teacher's might get cranky you'll have to pay them more the kids want like it either they want be able to watch there favorite tv programs and sports like basket←ball and hockey, netball and alot more, or special classes some people might go to number works or kip magrath plus kids don't like school very much they will get very board so you shouldn't lenger the the school day for yere sake and the kids sake</p> <p>P.S They will have more homework and less time to do it in and that leaves you with more paper work!!!</p> </div>	
<p>Content / Ideas 2P</p> <p>Content is limited but relevant. No position statement is evident but position is clear (inferred). Examples/related points are many but scope is limited.</p> <p>To score higher than 2P This writer needs to generate more content to persuade the reader by weight of evidence (quantity) and relevance (quality) of his/her evidence.</p>	<p>Grammar 2B</p> <p>There are two sentences in this text. The first is 14 lines long and does not function. The second does. Tense subject verb agreement correct but errors in sentence construction and a lack of conjunctions make this difficult to follow.</p> <p>To score higher than 2B This writer needs to learn to control simple sentences both syntactically (grammar and structure) and semantically (thematic consistency).</p>	
<p>Structure/Organisation 2A</p> <p>Some structuring of text is evident in the grouping of ideas but linking of ideas is limited (through limited conjunction use 'so', 'and', 'or'). Effect is a text lacking in fluency.</p> <p>To score higher than 2A This writer needs to group ideas around main points to be made. S/he needs to make links between ideas so that the text and argument is followed more easily.</p>	<p>Punctuation 2B</p> <p>Limited use of sentence punctuation interferes with meaning. Apostrophe of contraction evident, exclamation mark use evident (though overused). No capitals for proper nouns (numberworks, kip magrath). Uses comma in list.</p> <p>To score higher than 2B</p> <p>Although the writer is aware of basic sentence punctuation (full stop, capital letter) s/he needs to demonstrate consistent use and other basic skills (capitals for proper nouns).</p>	<p>Spelling 2P</p> <p>Basic knowledge of HFW present. Limited topic-related vocabulary means few complex pattern. Attempts all words using approximate phonetic spelling. Note the use of American spellings – not penalised – (favorite, programs)</p> <p>To score higher than 2P The writer needs to be able to control basic spellings such as your and work on using homonyms (there, their; board, bored) within the context.</p>
<p>Language Resources 4B</p> <p>This writer utilises a sophisticated persuasive device by writing the argument from the perspective of implications for the reader. While content and structure are limited, the language choices and perspective (if you, and that leaves you, you will have to pay them) show an awareness of persuasive power.</p> <p>To score higher than 4B This writer would have to add to the argument.</p>		

<p>Audience Awareness and Purpose 5P</p> <p>The writer directs her argument to the audience by presenting a clearly stated, consistent position. She attempts to persuade the reader using two devices, that of appealing directly to the reader (...so play a particular sport; think about) and by referring to some scientific evidence (studies show that...).</p>	<div>START WRITING HERE</div> <p>School fitness is a very good idea. Fitness is essential to being a healthy strong person and should therefore be part of the daily school routine. Not only are the students guaranteed to get exercise on a regular basis it will also help to prevent future disasters such as heart disease.</p> <p>Studies show that to keep a healthy body we ^{weight} and cholesterol level you would need about 20-30 minutes of exercise per day. It doesn't have to be extreme things like lifting weights till you can't feel your arm ^{arms}, it could be simple things like walking your dog to a local park. Exercise should be enjoyable too, so play a particular sport that you enjoy or go jogging with a friend.</p> <p>People who get in the habit of not exercising usually end up with high cholesterol levels, blood pressure and can't move around as easily as people who exercise. Some people might end up having a heart attack and die, because they can't be bothered doing a little bit of exercise per day.</p> <p>Although laziness is one reason why some people don't get into the habit, it is not the only reason. Think about kids who don't have enough time to do everything they have to do. Most will be busy with school and then homework, some will have part-time jobs. Who can honestly say that you have ENOUGH time to exercise?</p> <p>If everybody did fitness at school every day we would have less people having heart attacks. Our generation would turn to become a bunch of healthy, strong people!</p>	
<p>Content/Ideas 5B</p> <p>All elements of an argument are evident in this writing. There is a clearly stated position statement, several main points supported by evidence, and the writer concludes with a restatement of the position taken.</p>	<p>Grammar 5P</p> <p>Extensive control of complex sentences evident.</p>	<p>Punctuation 5P</p> <p>Sentence punctuation is correct. Basic punctuation is correct. Some evidence of ability to use more complex punctuation (commas to separate clauses).</p>
<p>Structure/Organisation 5A</p> <p>Key points are identified and the content is managed effectively through grouping and paragraphing. The writer uses linking devices across paragraphs (although) and topic sentences to organise within each paragraph. Ideas are linked effectively (through the use of a range of conjunctions).</p>	<p>Spelling 6B</p> <p>Evidence of ability to spell multi-syllabic, irregular and technical words (single error).</p>	
<p>Language Resources 5P</p> <p>The writer shows knowledge of language choice to influence a reader (powerful adjectives/nouns such as: extreme, disasters, simple, should, guaranteed). S/he also uses direct appeals to the reader by the use of the pronoun <i>you</i> which draws the reader into the text. The use of passive structures to report information that supports the position objectifies and adds weight to the argument and amplifies its persuasive power. Conjunction use shows some sophistication (therefore, although, and, so, because).</p>		

Dear council,

My name is _____ and I am a student at _____ College in Auckland. Our school council is planning a multi day, with students donating a gold coin each in order to wear multi. I have a proposal as to what to do with the money raised for this day. I believe a worthy recipient of this money would be a child sponsorship agency. I think these such agencies do wonderful work for impoverished children in poor countries, helping out with food, water, clothing, shelter and education which are rare for the children.

Going to school every day for me is a normality and something I take for granted. In countries like Africa, a good education is a rarity as it is far too expensive. Children that do not receive an education will grow up with no future prospects in life. This is not the way things should be. These children should be given the chance to learn, the chance for a future that only education can offer. The money from this multi day can go towards giving these children a distant future.

To us in New Zealand, getting a clean drink of water from the tap in the kitchen or going to the fridge for a quick snack is something we do all the time. If you told this to a child living in Africa they probably wouldn't believe you. The money raised from this multi day could be put towards building wells in towns to provide clean water as opposed to the dirty, diseased water 2km away they are drinking now. And food supplies can be sent over to children with

bloated bellies who are malnourished and constantly starving.

Clothing and shelter don't seem a problem to us at all, but to those in poverty it must seem like the ultimate luxury. They wake up each day with tattered rags or sometimes nothing at all to wear. No shoes as the rough ground scratches at their feet, and only a small, muddy hut to call home. Can you believe that these are the living conditions these children must put up with day in and day out? The money raised from our multi day can set about putting this right.

Children in places where poverty rules are forced to work all day. Manual labour. Under the hot sun they slave away, planting crops, gathering crops, cutting trees for firewood, taking cash crops to the market for the boys, while the girls are forced to cook, clean and collect water. If the family is really struggling for cash, these children can be sold for slave labour or prostitution.

We would never accept this kind of treatment for our own children, yet across the world, this is happening to real people. It is their normal life. This money would be enough to change everything. But it is a chance. It is a move for good. That opportunity for the children of our world to have a better future.

Yours sincerely,

Audience Awareness and Purpose 6P

Opening paragraph suggests confusion about the audience, consistently persuasive but rarely identifies a specific audience, or even acknowledges the reader – inclusive “we” and “us” is about the argument not the audience.

Content/Ideas 6P

Purpose directly introduced, well-stated proposal; paragraphs establish well-developed points, with sound expansion. Examples linked to New Zealand situation to emphasise the needs and contrasts.

Structure/Organisation 6B

Good sequence, proposal followed by organised justifications, reaches a climax of persuasion if not specifically arguing the proposal. Includes, sequentially, education, water, food, clothes and shelter, labour, and normality. Paragraphs state a link, expand the contrast, and relate the money likely to be raised, but lack a defining topic sentence.

Language Resources 6B

Variety of persuasive techniques – personalised statements, audience inclusion, contrasts of “normal”, details of the negatives, simplicity of the solutions (despite recognition of the “not enough” reality). Vocabulary selection enhances the descriptions.

Grammar 5A

Uses a variety of complex sentences, sound mechanically.

Punctuation 4A

Precise accurate presentation – minor sentences in penultimate paragraph of body copy are stylistically clumsy.

Spelling 5A

One probable error – *impoverished*. Handwriting is a possible cause.

Enough is enough. ~~However~~ The amount of homework given to us students has been at the centre of many fierce debates. Many students have complained of the vast amount of 'homework' that they are expected to complete, ~~letting~~ firmly believe that there is far too much given.

We students spend approximately seven hours at school learning, writing, reading, struggling through to the final bell, only to find that during the day we have accumulated about another one-two hours worth of 'homework', to be done at home ready for the next day. This absurd system which creates this excess workload is not far-sighted enough to foresee the disastrous consequences. ~~As~~ Such as social retards, sleep-deprived zombies, mentally drained individuals and physically ~~lacking~~ students lacking a physical drive to ~~sucess~~ succeed in other non-school related areas such as sport and drama.

These consequences will have occurred because of 'homework' that incurs evil plagues that eat into family time, extra-curricular activities, time to go and socialize with friends and most importantly ~~the~~ essential sleep or rest time, for example a student staying up to ~~3~~ three o'clock in the morning to complete an English assignment due the next day.

The most ~~decisive~~ decisive factor that shows the blatant danger of homework for me is the fact that it is crushing our individuality. Homework isn't set on an individual basis; instead it is ~~a blanket~~ in a blanket form that ~~is~~ in many cases provides no has no relevance to the individual, instead it attempts to force us students to think and act in a regimented disciplined fashion which is emotionally disastrous.

In conclusion we students should not be forced to complete ~~needless~~ vast needless amounts of mind numbing homework ~~is~~ instead that time should be used for more ~~to~~ essential purposes that will aid

Audience Awareness and Purpose 5P

Firmly places writer in the same situation as the audience (us students). Consistent address of audience.

Content/Ideas 5P

Assertions of quantity and impact (social retards, sleep-deprived zombies, mentally drained individuals (sic)). Only the one specific example. Good linking of homework to other teenage commitments.

Structure/Organisation 5P

Strong opening, focused introduction, good conclusion. Paragraphed appropriately. Sequence of ideas appropriate.

Language Resources 5P

Emotive vocabulary/sentence construction reasonable with a tendency to run-on / changes subject in one instance from They to We. Personalises the material by first-person references. Some well-constructed expressions

Grammar 5P

Good control of sentence construction and word use. Several lapses a missing verb.

Punctuation 4B

Uses subordinate or coordinated constructions but not totally in control of the punctuation.

Spelling 5B

Good control of a strong selection of emotive vocabulary.

To achieve Level 6 The writer would need to develop content for the justification of ideas. Link paragraphs to establish more of the argument. Control the overuse of complex (and run-on) sentences.

Selected glossary of terms for the ‘to persuade’ purpose

Purpose:

- to argue a position or to persuade a reader to a particular viewpoint and
- make a reader believe or accept the writer's position on a topic.

Terms	Explanation	General examples
Noun	A noun answers the question: who or what?	Some types of nouns are: Abstract: <i>hope, love, joy, beauty</i> Collective: <i>class, team, swarm, school</i> Common: <i>apple, dog, hat, boy</i> Proper: <i>Monday, New Zealand, Easter, Board of Trustees</i>
Neutral nouns	Nouns that are not gender orientated, i.e., neither masculine nor feminine.	<i>people, children, friends</i>
Point of view nouns	Words selected to represent the world in a certain way and to present a point of view.	<i>bureaucrat, crime, victim, problem, hero, home invasion</i> <i>Cats are killing machines. Cats are violent <u>bullies</u>.</i>
Pronouns	Pronouns are used often, but not always, to ‘replace’ a noun or noun phrase and help the writer to avoid repetition. They can be confusing to a reader if the pronoun references are not clearly made.	Some of the categories of pronouns are: Demonstrative: <i>this, that, these, those</i> Indefinite: <i>anyone, everything, nobody, someone</i> Interrogative: <i>who, whom, whose, which</i> Personal: <i>I/me, you, he/him, she/her, we/us, they/them, it</i> Possessive: <i>mine, yours, his, hers, ours, theirs, its</i> Reflexive: <i>myself, herself, themselves</i> Relative: <i>which, that, whose</i>
Adjectives/ Adjectivals	Adjectives are words that describe somebody or something. They build up Information around the noun. They answer the question which, whose, how many, what like or what type?	Some types of adjectives are: Classifying: <i>African, plastic, wooden, social,</i> Comparing: <i>smoother, prettier, smallest</i> Descriptive/factual: <i>old, busy, careful, horrible, soft, red</i> Distributive: <i>each, every, either</i> Indefinite: <i>some, few, many, most</i> Interrogative: <i>which, what, whose</i> Opinion: <i>elegant, poor, scary, difficult,</i> Quantity: <i>three, eighth, one dozen</i>
	Opinion adjectives give the writer's evaluation of the thing in question and can be formed by adding a suffix to a noun or a verb, e.g., <i>ful, y, ed, ish, ous or ing.</i>	Opinion: <i>lovely, elegant, difficult, poor, smelly, favourite, worn, wonderful, funny, frightening, marvellous, foolish, respectable, embarrassed</i>
	An adjectival is a group of words that are used to give information about the noun. They may be preceded by preposition.	<i>with a great deal of, plenty of, most idiotic idea, broadest and silliest rule</i>
Verbs	Verbs express an action, happening, process or a state of being. Action verbs: are the more physical actions that can be observed.	Some types of verbs are: Action: <i>eat, play, twisted, screams, repeated, crept</i> Saying: <i>said, pleaded, replied, shouted, cried</i>
	Stative verbs: give information about a state of being or a state of mind. Sensing verbs: can be used in arguments to describe the writer's thoughts, feelings, opinions or beliefs.	Sensing /feeling: <i>think, decide, hope, feel, prefer, love, believe, like, assume, consider, know, want, fear, understand, imagine, enjoy, wonder, disgust, observe</i>
Active voice: when the verb is active, the subject performs the action. The sentence is written in the active voice, e.g., <i>I am concerned that... Police have warned residents.</i> Passive voice: when the verb is passive, the subject has the action done to it by an agent who may/may not be named, e.g., <i>Concern has also been raised about... Residents have been warned.</i>		
Modal auxiliary verbs	Modal verbs are those verbs that express a range of judgements about the likelihood of events. They allow us to make three kinds of judgement.	<i>I think that all cats <u>should</u> be exterminated.</i> Provide an option: <i>can, could, may, might</i> Make a requirement: <i>must, should, need to, ought to, had better, have got to, be supposed to</i> Anticipate the future: <i>will, would, shall, be going to</i>

Terms	Explanation	General examples
Adverbs/ Adverbials	Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are many that do not end in -ly.	In many cases, adverbs tell us: how (manner): <i>slowly, carefully, sadly, hopefully</i> where (place): <i>here, there, away, home, outside</i> when (time): <i>now, tomorrow, later, soon</i> how often (frequency): <i>often, never, sometimes</i> why (reason): <i>because, so, consequently</i> Modal adverbs : <i>perhaps, definitely, certainly, possibly</i>
	An adverbial phrase is a group of words that functions in the same way as an adverb.	<i>first of all, like a dream, as a result of, due to her efforts, for that reason, a few years ago</i>
	Viewpoint adverbials express a viewpoint and the writer's attitude towards the topic.	<i>in my opinion, unfortunately, from my point of view, of course</i>
Conjunctions	Join two clauses together and only operate within a sentence.	<i>and, or, but</i> (most common ones used), <i>so, because, since, whenever</i>
Connectives/ linkages	Connectives are words or phrases that form links between sentences. They can be used at various places within a sentence and help contribute to the cohesion of the text.	Connectives have the following functions: adding information : <i>also, furthermore, moreover, similarly</i> clarifying : <i>in other words, I mean, to put it another way, to be more precise, in particular, in fact</i> explaining : <i>for example, in other words, that is to say, for that reason</i> indicating time : <i>afterwards, before that, at this moment, previously</i> indicating result : <i>therefore, consequently, as a result, so, because of this,</i> opposition : <i>however, nevertheless, although, on the one hand, on the other hand</i> sequencing ideas/ listing : <i>firstly, secondly, first of all, finally, given the above points, to conclude,</i>
Simple sentence	Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.	<i>I think children should go to school.</i>
Compound sentence	Compound sentences have two or more clauses joined together by conjunctions such as 'and' and 'but'. The clauses are of equal weight; that is, they are main clauses.	<i>People should not drop rubbish <u>because</u> it makes the playground messy.</i>
Complex sentence	Complex sentences contain at least one clause that does not make sense without the other clause(s), i.e., the rest of the sentence.	<i>However, even if all this is done, cats will still kill.</i> <i>Although sweets taste good they can be bad for you.</i>